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ABSTRACT

In an effort to foster professionalism and staff development within the Technical and Further Education college staff, a voluntary appraisal program, Facilitated Appraisal for College Executives (FACE), was developed. A handbook is presented which gives background information and some suggestions users may find helpful in implementing the (FACE) process. FACE is a technique whereby a professional group, the principals/directors of TAFE colleges, can set performance standards and monitor adherence to these standards by those of its members who choose to participate. The handbook is primarily concerned with peer appraisal, although a discussion is given on how FACE may be adapted to other forms of appraisal. A step-by-step approach is presented for developing the process and an example is given of the FACE process being implemented. In addition, the handbook provides guidance on the handling of problem areas, or weaknesses in executive performance, that may be discovered during the appraisal interview and how to best deliver negative feedback. An appendix provides further detailed information on FACE development and application as well as a resources list. Contains 15 references. (GLR)

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FACILITATED APPRAISAL FOR COLLEGE EXECUTIVES (FACE):

A HANDBOOK FOR USERS

PAULINE MAGEEAN

Adelaide 1990

TAFE National Centre for Research & Development

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Ms Virginia Battye
Director, Human Resources
SA DETAFE

Dr Bill Hall
Executive Director
TAFE National Centre for Research and Development

Mr David Lane
Co-ordinator, Training and Development
Human Resource Studies
SACAE

Dr John O'Sullivan
Principal, Bentley College of TAFE, a past president of the AATP and member of the Board of Directors of the TAFE National Centre for Research and Development

Mr Trevor Urlwin
Director, Noarlunga College of TAFE, SA

Mr Bob Williams
Director, South East College of TAFE and 1989 President of the AATP

CHAPTER I - FACE IN BRIEF

> ...a key characteristic of a profession is that its members take responsibility for setting standards for practice and monitoring adherence to those standards.
>
> Ingvarson (1989, p.142)

What is FACE?

FACE is a technique whereby a professional group, the principals/directors of TAFE colleges, can set performance standards and monitor adherence to these standards by those of its members who choose to participate in this process. It does so by providing a format for confidential appraisal, the findings of which can be used to develop an action plan for professional development. Some TAFE authorities are already introducing other forms of evaluation; it is important to stress the professionalism of TAFE staff by developing an alternative voluntary and independent evaluation system which fosters professionalism and staff development.

The above quote from Ingvarson implies a non-voluntary system. In contrast, participation in FACE is voluntary and is supported by the national professional association of TAFE principals and directors, membership of which is also voluntary. For brevity, the appraisal process is called FACE (Facilitated Appraisal for College Executives). This handbook gives background information and some suggestions users may find helpful.

If it is accepted that a professional person will be self-directing, monitoring and evaluating, then it is important to foster self-assessment. However, individuals do have 'blind spots' and are unlikely to be aware of all the information which would contribute to an evaluation of their performance. A facilitator - a peer, line manager or other appropriate person, may significantly illuminate these blind spots and so contribute to the appraisee's self-knowledge leading to a more accurate and comprehensive appraisal. The very process of discussing performance and professional development needs and plans with another person is also likely to help clarify issues.

This paper is particularly concerned with peer appraisal, but a form of peer appraisal in which the peer acts as a facilitator assisting another individual in his/her self appraisal. However FACE may be adapted to other forms of appraisal (see Chapter V) such as working with a line manager or without a particular facilitator. The key element is that it is concerned with an individual developing greater insight into his or her professional performance and how that may be strengthened. It is not a model for appraisal by another person or for other purposes such as promotion or tenure decisions.

FACE is based on three fundamental ideas. First, that the keystone of institutional success is the quality of the staff, and in particular because of his/her over-riding influence, of the principal/director. Second, that ongoing professional development is essential for successful performance as a professional and it is therefore reasonable to expect commitment and contributions from both the individual principal/director and his/her TAFE authority. Third, that professionals themselves, with support from colleagues, are the best assessors of their competence and professional needs and that this 'ownership' of the process and outcomes of appraisal will promote their acceptance of, and commitment to, an action plan for professional development which is based upon that assessment.

Peer appraisal involves the forming of qualitative judgments about the professional performance of an individual by one or more people of the same professional level.[1] In FACE, this judgment is negotiated by the appraisee (the person whose appraisal it is) and the facilitator (in the case of a peer appraisal this would be a peer who is a college principal/director from another TAFE authority, assisting in the appraisal and selected by the appraisee).

The facilitator visits the appraisee's college for a minimum of two weeks to observe and discuss issues with the appraisee, interview key college community members, study relevant documents and generally to learn about the appraisee's performance. During the Assessment Discussion they negotiate a joint 'judgment' about the appraisee's performance on a number of factors critical to the principalship of a TAFE college.

In a survey of TAFE principals/directors conducted to develop FACE, many reported that they had benefited from, or would like to participate in, visits to educational organisations outside their own TAFE authority. They mentioned the benefits from learning new ways of dealing with familiar situations and the chance to observe a different way of operating. Principals/directors of rural colleges who are isolated from their peers are particularly likely to benefit from the chance to work more closely with a peer. Furthermore the facilitator is also likely to gain considerable professional development from participating in the FACE process.

The Victorian Association of Directors (TAFE) established a working party on management development in 1986, one outcome of which was the investigation of a peer appraisal model. Investigatory appraisals by this group found peer appraisal to be a useful model for professional development and for fostering professional interaction and a collegiate attitude.[2]

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1 See Wragg, E. C. (1987) listed in the references.

2 This project is described in Davey and Wilkins, 1986.

During the FACE Assessment Discussion the principals/directors together make an appraisal of the appraisee's particular strengths, competencies and problem areas. From this they negotiate and develop a personal action plan which will build upon the appraisee's strengths and help him/her solve or cope with problems. A list of professional development resources for 1990 is provided as part of FACE (Appendix VI). This will require continuing updating. The whole FACE process should be regarded as a joint professional task for the two people involved.

FACE emphasises the setting of targets and goals, individual development plans, commitment, career planning, feedback and support and the linking of individual development to college and TAFE authority goals. The whole process is for, and so belongs to, the appraisee who will have final say about what areas will be appraised and what evidence should be used.

It may well be that in the process of observing the appraisee at work, examining material and interviewing college community members, the facilitator will discover areas of strength or problems of which the appraisee is unaware. Although in some situations this will have to be treated very sensitively, both principals/directors, as experienced professionals, will be aware that this is likely to occur, and will appreciate the particular value of such feedback. How this type of information can be provided is discussed in Chapter IV. Naturally the more open people are about this, the more likely they are to increase their insights and benefit from FACE.

When analyzing this information it is important to consider both what the principal/director has achieved and the process whereby this has occurred. Achievements are the actual results and goals met; the process is the behaviour on the job, the management style used, strategic thinking, risk taking, educational leadership and relationships with the TAFE college community. The way the principal/director conducts this process is very influential upon the organisational culture of the college.

In appraising it is, of course, important to recognise the distinctive nature of each college, with its unique interaction of needs, characteristics, resources and history creating its own particular ethos. However, principals/directors also need to consider and prepare for potential moves to other colleges, so professional development, while related to their current colleges, should not be restricted by this.

As the focus of the appraisal is on the individual working in a unique college, standardised assessment criteria and comparable information are inappropriate. The criteria used must be appropriate to the particular person, and college. For this reason each appraisee is free to nominate the factors to be considered in the appraisal. A list of factors for assessment is provided in Appendix I. From this, those areas which are most relevant to a particular appraisee, can be selected and used for the assessment. However, this list is not prescriptive: the appraisee or

facilitator may wish to include additional factors and this can be negotiated. As the assessment is for the appraisee, the final choice should be with him/her: this method recognises the autonomy and individual responsibility of those involved. The individual being assessed is the central player in the process.

How often and when principals/directors can most benefit from FACE depends upon their individual needs and stages of development. However, two years would probably be the maximum interval if it is to be the basis for effectove continuing professional development.

What is its purpose?

FACE is designed to provide a joint review of a principal/director's work, with feedback on their existing job performance and a considered opinion of their potential to perform within TAFE over the next few years, and to help them develop a personal action plan of continuing professional development. This will require an educated guess about what TAFE will be like in the future. Such a guess can only be about generalities but we can at least be sure that we shall need to be able to cope with change.

The information generated will assist the college executives to gain a deeper insight into their own strengths and problem areas relevant to their professional lives. Intensive discussions with a respected peer over two weeks will assist both principals/directors to see their past performances in perspective and to develop a critical awareness of, and orientation towards, the future.

FACE is a process which emphasises positive rather than negative aspects of performance since this is more likely to create a climate of openness in which adult learning can occur. The appraisal therefore, is more concerned with future needs than with judgments of past performance.

Research[2] shows that academics are more likely to be motivated and improve their performance because of factors related to themselves and their work (such as professionalism, the intrinsic interest of the work and the value they place on it, collegiate support and a work environment which encourages professional development) rather than external motivators (such as promotion which once won, may no longer be an incentive and if not won may in fact lead to withdrawal of interest and reduced motivation). As voluntary appraisal schemes such as FACE emphasise professionalism and the intrinsic value of work many are therefore more likely to motivate college executives to undertake long-term professional development than would the very limited external motivators.

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[2] See Lonsdale et al (1988) listed in the references.

such as promotion, available in TAFE today. For both principals/directors involved, the process will foster personal growth and a broadened vision, judgment and critical thinking and the gaining of further insight into their professional performance.

FACE is designed to enable principals/directors to improve their performance and achieve their potential through continuing professional development over the course of their careers. It will assist appraisees to deal appropriately with their problem areas. This appropriate action may be to either to overcome problems through professional development, to compensate for them, or to find a means of dealing with them (e.g. through delegating certain tasks to others who may have more expertise or interest in the particular area).

Research[3] indicates that a critical factor in adult learning is that the learners themselves recognise the need for improved performance, and participate fully in needs identification, planning the educational intervention and the evaluation of outcomes. Research also indicates that it is the judgments of professional peers, not those of superiors or supervisors, which are the recognised basis for appraisal of professional practice[4] and that most successful professional development is self-initiated.[5] FACE has been developed in accordance with these findings which are discussed in Appendix III.

There is no single correct way to successfull and effectively manage a college. FACE has been designed to allow for diversity of goals, methods for achieving them, and of management and educational leadership styles. Facilitators must be sensitive to this, and avoid making judgments based upon preconceptions. The FACE process should allow those who follow it to arrive at a broader understanding of the role of a TAFE principal/director.

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[3] See Mitzel (1982) listed in the references.

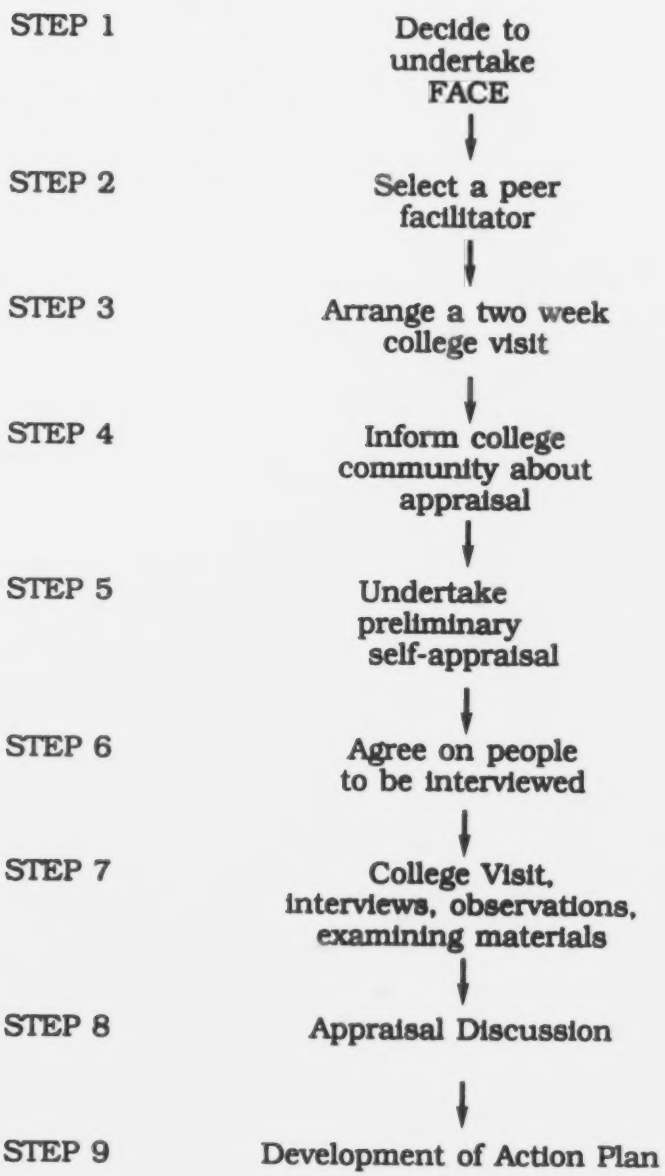
[4] See Ingvarson (1989).

[5] See Fletcher and Williams (1985).

The steps to be taken

The flow chart below shows the steps to be taken in following FACE:

FIGURE 2.1 - Flow Chart of FACE



Step 1. Decide to undertake FACE:

An executive who wishes to benefit from the insight and constructive criticism of a peer in developing a clearer understanding of his/her performance, and in developing an action plan for professional development, may decide to undertake FACE.

Step 2. Select a peer facilitator:

The appraisee will then choose a peer with whom to work. Whenever possible it is best if appraisees select facilitators whose opinion they already respect and who they perceive to have both the expertise and professional insight to contribute to the appraisal, and some empathy with the appraisee's goals and management style. At the same time, it is important that they do not hold such similar values that the two merely reinforce all each other does since it is the discussion and debate of professional issues which will promote self-knowledge and professional development.

FACE is designed to accommodate individuals' legitimate differences in perspective and judgment, and their different experiences of TAFE culture. However it cannot succeed where the facilitator and appraisee hold fundamentally conflicting views. If appraisees prefer, they can ask AATP to suggest a suitable principal/director to be the facilitator. The AATP, as the professional association of TAFE college principals, already plays a considerable role in professional development through its annual workshop and other activities, and the excellent State networking arrangements inherent in the executive membership will be invaluable in this process.

As executives within the same TAFE authority are potential 'rivals' for promotion or other benefits, some principals/directors may be cautious about disclosing their problem areas to each other. It is strongly recommended that the two peers be from different TAFE authorities. This has the additional benefit of enabling each to learn from the other's different system and encourages the cross-fertilization of ideas.

Step 3. Arrange a two week college visit:

The appraisee and facilitator decide upon a mutually convenient time for the facilitator to spend a minimum of two weeks at the appraisee's college. This should be at a time when a number of typical activities are occurring, such as a college council meeting, liaison with industry, and/or staff meetings. Also, it should occur when the appraisee will have sufficient time to spend considerable periods in discussion with his/her facilitator. As it is important that the facilitator observe the college operating and also interview some staff and students, it is essential that the visit takes place during term time.

Step 4. Inform college community about appraisal:

At an appropriate time, but not less than two weeks before the appraisal visit occurs, the appraisee informs the college community about the visit and its purpose. A model of a notice for this is provided in Figure 2.4 on page 15.

Step 5. Undertake preliminary self-appraisal:

The principal/director to be appraised prepares for the assessment by writing a review of his/her progress, achievements, strengths and problem areas, anticipated areas of change in focus or direction, the professional development he/she is undertaking and where he/she would like to do more. A copy of this is given to the facilitator before the visit begins. (As a rough guide this paper should be about three typed A4 pages).

This will be the focus of FACE and which the facilitator will use as background when interviewing the college community and for the FACE Assessment Discussion. However the assessment will not be restricted to this (unless stipulated by the the appraisee) since additional significant areas may arise during FACE, the inclusion of which would be negotiated between the facilitator and appraisee.

Step 6. Agree on people to be interviewed:

Before the visit the facilitator and appraisee agree upon a list of the people the facilitator should interview. A series of half-hour appointments is made, after the college community has been informed about the visit, but before it occurs. The list would normally include two or three people from each of the following groups:

* head office senior staff with whom the appraisee has frequent contact;
* college council members;
* senior people from industry with whom the college has considerable contact;
* college senior administrative staff;
* college lecturing staff;
* college support staff;
* student representatives;
* community groups with whom the college liaises.

These people will be able to comment on the principal's/director's performance in different areas and contexts. The areas to be discussed are determined in advance by the appraisee in consultation with the facilitator, using Appendix I as a guide to the areas for discussion. During the course of the visit it may become clear that some changes should be made to this list. FACE is a flexible process and commonsense changes, mutually agreed upon, should be made. However, it is 'owned' by the assessee, and he/she has the final say in any decisions to alter it.

Step 7. College visit:

It is important that the visit be well organised to allow the facilitator the maximum opportunity to learn about the appraisee's professional performance. A schedule for the visit should be arranged in advance to ensure that the facilitator knows about key meetings the appraisee will have during this period, the interviews which have been organised, and that at least 3 periods of 45 minutes minimum are allocated for discussion with the appraisee, as well as a final half-day period for the FACE Appraisal Discussion.

Interviews with the college and other personnel should be arranged well in advance so that interviewees have time to think about the relevant issues for discussion. A list of questions or discussion topics should be provided. It is important to give a clear, brief explanation of the purpose of FACE and the significance of the interviews within it, to those being interviewed stressing the benefits of this to the appraisee, as well as the confidentiality of the interview.

In the interviews themselves it is important to consider the appraisee's performance in the context of the particular college and TAFE authority, and to analyze how well it accords with institutional and departmental goals.

It is suggested that facilitators use a semi-structured interview with the interviewees. This means determining in advance the topics to be explored with each interviewee. While covering these, any other leads which are relevant, usable and not excessive in quantity should be followed. Instead of a set format for questioning, flexible, open-ended questions can be used to enable leads to be explored and to allow the interviewee to provide a meaningful context. Open-ended questions are those which allow the interviewee a wide choice of possible answers, rather than 'either ... or' or 'yes/no' questions which restrict answers to a limited range of short replies.

When an opinion is given relevant to the evaluation it is important to ask for an example which illustrates the point and notes on this should be taken. Later during the Appraisal Discussion with the

appraisee, an example will be very helpful. Care must be taken to preserve the interviewee's anonymity.

Non-judgmental responses and prompts are helpful in creating an atmosphere in which the interviewee will speak freely. The semi-structured interview is particularly appropriate in situations where frank information is wanted about sensitive issues.

To obtain the most from these interviews it is suggested that:

- facilitators find out in advance the position of the interviewee and the situations on which their evaluation of the appraisee are likely to be based. The interviews should be based upon this information;

- taking note of key points is the most efficient way of recording the interview. A tape recorder often inhibits the interviewee and it also necessitates the lengthy job of transcribing;

- informal interviews are more relaxed and so allow a more candid discussion. Sitting beside the interviewee rather than behind a desk, and providing plenty of eye contact helps the him or her to feel more comfortable;

- steps be taken to ensure that there are no interruptions during the interview; for example by having phone calls diverted and putting a note on the door requesting people to come another time. Plenty of time should be allowed between interviews in case some take longer than expected;

- any questions the interviewee may have about FACE should be discussed as they arise. It is important that interviewees understand that this is to assist, not attack, the principal/director, and that it is not related to assessment for promotion, or other extrinsic benefits for the principal/director or college;

- facilitators listen attentively, using silence effectively and only prompt when necessary. Take care not to rush the interviewee into an answer;

- facilitators distinguish between facts and opinions and see what support there is for the opinions before accepting them (these could be either examples of incidents on which the opinions are based or consensus among a number of interviewees);

- whenever possible facilitators should get examples to illustrate important issues;

- at the end of the interview, facilitators use the notes to read the key issues back to the interviewee to ensure their correctness;

- when thanking the interviewee at the end, facilitators also thank them on behalf of the appraisee.

At appropriate times during his/her stay at college, the facilitator 'shadows' the appraisee to observe him/her working and, when appropriate, ask questions. It is important that they discuss what the appraisee is doing and why, during this stage so that the facilitator is able to ensure that his/her growing perceptions are accurate. This will ensure that the appraisal is made in the context of the appraisee's individual work situation. It is also essential that the atmosphere be conducive to open and honest self-disclosure. To encourage dialogue and to provide professional development for both principals, the facilitator should also discuss with the appraisee how he/she operates in his/her own college.

To develop as broad as possible an understanding of the appraisee's performance as a principal, and to learn about his/her college, the facilitator should do a document analysis of relevant material. This is likely to include files, letters, memos, reports, speeches, special projects and other material written by the appraisee, plus any relevant written responses.

Much of this material could be gathered by the appraisee in the period before the visit. Other information is likely to be requested by the facilitator as a result of interviews with members of the college community.

Careful note-taking is essential throughout the visit. In particular it is helpful to be able to provide examples to support points which are to be discussed later in the Appraisal Discussion.

Step 8. Appraisal Discussion:

The Appraisal Discussion occurs at the end of the facilitator's visit to enable him/her to have gathered the maximum information. Some suggestions for the interview are provided in Chapter III.

In an assessment of a college principal/director there are four key factors to consider, see Figure 2.2. These are:

- The personal professional priorities of the assessee. What are his/her professional goals? How much time is he/she willing and able to devote to achieving these goals, and over what time frame?

- The needs of the community and industries the college serves. If there are a few dominant industries in the college

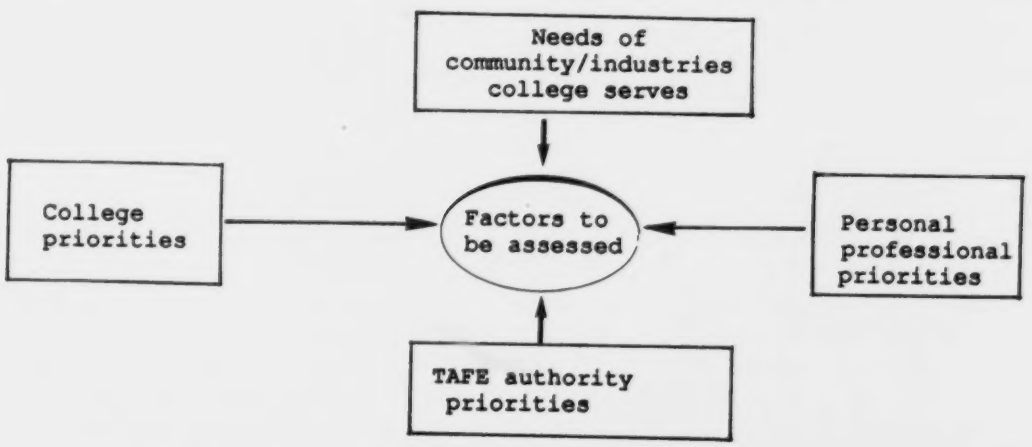
community or concentrations of particular groups such as a large migrant community, then it is important for the principal/director to learn about these key community groups to enable the college to respond more appropriately to their needs.

- College priorities. Some colleges are oriented towards certain program areas, others may particularly require a principal/director who can negotiate with government for certain benefits, or who has the skills to raise staff morale. The priorities of the college at any time will have a significant influence upon decisions about which factors should be assessed during FACE.

- TAFE authority priorities. Some TAFE priorities are always important while other become more or less important at different times. How well the principal/director is meeting the current priorities of the TAFE authority is an important factor to consider during FACE.

In determining what factors will be considered in FACE it is important to include all four areas. These are all represented in the list which forms Appendix I, however it is important to bear in mind that the priorities in any of the areas, and the balance between the areas, may change over time.

FIGURE 2.2 - Factors Considered in a FACE Appraisal Discussion



During the Appraisal Discussion the facilitator gives a summary of the interviews and observations and discusses these with the appraisee. Together they negotiate an evaluation of the assessee's level of competence in each of the areas nominated earlier in the review, and in any additional areas they have agreed upon. For the purposes of FACE it is only necessary to know whether these are areas of particular strengths, whether they are being handled satisfactorily or whether they are (potential) problem areas.

A level of competency is determined for each factor being considered. By filling in the boxes and joining them, a profile can be made which graphically illustrates the appraisee's competencies, special strengths and possible problem areas. (An example of a FACE Profile is given is Figure 2.3.)

FIGURE 2.3 - FACE Assessment Competency Levels

Competency Level	Description of Level	Possible Action
I	Not yet achieved competence at a level appropriate for current position and/or the short-term likely future. Possible problems either now or in the likely short-term future.	As a priority, a plan for further development in this area should be devised or methods of compensating explored e.g. delegation.
II	Satisfactory - competence is at a level appropriate for current position and for the short-term likely future	Not a priority unless the job or external circumstances change significantly
III	High - this is an area of strength in which the appraisee is performing well above the level required to do his/her job competently now and in the foreseeable future.	Continuing development to enhance skills and expertise. This will enable the principal/ director to continually update his/her special expertise, to excel professionally and make a greater contribution to TAFE.

The appraisee keeps the notes of the interview and determines how such notes may be used. It is likely that the facilitator and appraisee will discuss progress during the next few years so it may be appropriate for the facilitator, with the agreement of the appraisee, also to keep confidential notes.

Step 9. Development of action plan:

After the Appraisal Discussion an agreed action plan for professional development is drawn up setting out the appraisee's professional goals and the planned future action to achieve these.

There are three factors which are crucial prerequisites for developing an action plan:

- self-awareness - knowledge of one's own strengths and weaknesses and special interests;
- determining priorities - which are the professional areas to concentrate on? What are the appraisee's particular

interests? What commitment of time and effort is the appraisee prepared to make?

- opportunity awareness - in which areas is there likely to be a need for expertise in the short-term future? What professional development will best prepare the appraisee for promotion? In which areas could the appraisee make a significant contribution to TAFE?

The strategies included in the action plan must be practical: while an overseas study tour may be an excellent method of professional development, in the present economic situation few principals are likely to be funded to undertake one. Similarly, undertaking a PhD requires great effort and time and cannot realistically be done part-time while running a college. The appraisee has many roles in addition to that of principal, such as family member, consumer and community member and all these will have some impact upon his/her professional role. Over-enthusiastic commitment to too many professional development programs can lead to 'burn out' for those already carrying a heavy workload. It is best to determine a few critical goals and plan a manageable strategy to achieve these. Only include plans which the appraisee makes a commitment to achieve. A list of resources is provided in Appendix VI.

This process is seen as cyclic, with performance appraisals leading to action plans, leading to further development and to a more competent principal/director who will regularly undertake further FACE appraisals.

An example of a FACE Appraisal

To illustrate the method used in FACE, let us imagine Bob Whyte the Director of Seaview College of TAFE, Victoria, decides it is the appropriate time for his FACE.

Bob selects a peer as facilitator from a different TAFE authority, Ms Jean Smith, principal of Mayfields College of TAFE, Tasmania. Together they determine a suitable time for Jean to spend at least two weeks at Seaview College.

Before Jean arrives Bob informs the college community about the visit and its purpose.

FIGURE 2.4 - Suggested Notice to College Community About Facilitator's Forthcoming Visit

SEAVIEW COLLEGE OF TAFE, VICTORIA

TO ALL MEMBERS OF THE COLLEGE COMMUNITY

will you please welcome

MS JEAN SMITH, PRINCIPAL OF MAYFIELDS COLLEGE OF TAFE TASMANIA

who will be visiting our college for 2 weeks from 9 April to 20 April 1990

(place for passport size photo)

Ms Smith has kindly agreed to assist me in appraising my work as director and together developing an action plan for my professional development. To do this she will need to talk with college community members about the college and my role within it. I would appreciate it if those with whom she talks would give her full and frank information. Naturally no comments will be attributed to specific individuals; you may be sure what you say will be treated as confidential.

Yours sincerely

Bob Whyte
Director

Bob and Jean decide who would be most appropriate to interview and Bob makes appointments for Jean to interview them. When Jean arrives, Bob gives her an agenda for the fortnight which indicates his meetings and the appointments he has made for her. They discuss this and agree to a time-table which also includes time for the two of them to hold regular discussions. Bob and Jean decide on half an hour each day for these except the final day when they allocate half a day to the FACE Appraisal Discussion.

Jean is also given a file with examples of reports and correspondence gathered from Bob's work over the previous twelve months. She

analyses this to learn more about his performance as director at Seaview and how he relates to the community and central office. After reading this, Jean considers it would be worthwhile her interviewing Mr Lee, the manager of a large manufacturing company which sends its apprentices to Seaview. There had been some problems about appraisee attendance and Bob had eventually to insist on his staff enforcing college attendance. Bob agrees to Jean interviewing Mr Lee. This interview reveals that Bob had handled a difficult situation successfully and diplomatically. It confirms Jean's other impressions that Bob is very competent at communicating and managing staff.

Jean attends a senior staff meeting and observes Bob with his staff and again Bob is outstanding in both communicating with and managing staff. However, observing Bob at work, Jean notices that he has problems with administration, in particular, he tends to pay too little attention to the financial management of the college. Bob says this is a job for the accountant. During the interview which had been arranged with the accountant Jean enquires about this and is told that problems have been caused because from a non-educational perspective Bob avoids making financial decisions. A senior staff member also interviewed resents Bob's 'passing the buck' for the financial management of his program to the accountant who is seen as making decisions relevant to education, on non-educational grounds.

During the appraisal interview, Bob's success in managing staff and in communications are noted and Bob agrees to act as a FACE resource person in these areas for the benefit of other principals/directors. This means principals with problems in these areas could contact him for advice and support.

Jean explains that it seems to her that Bob is experiencing difficulties in the financial management of the college. Bob is obviously glad to talk about this and he realises he has always tended to 'just let things slide' or to refer people to the college accountant when financial management was involved. Bob recognises that he needs more skills in this area if he is to manage the college successfully.

Jean and Bob agree that in all other areas Bob's performance as a college principal is satisfactory. Having jointly determined the appraisal results they draw up a FACE Profile.

FIGURE 2.5 - Example of a FACE Profile

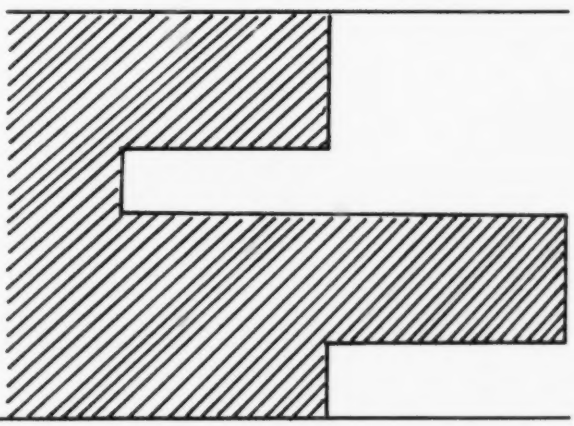
Name : Bob Whyte

Age : 42

College : Seaview

Authority : Victoria

Date : 20.4.1990

Issues Appraised*	Agreed Levels of Competency
	1. Problem 2. Satisfactory 3. High
Educational Leadership	
Preparing for the Future	
College Administration	
Managing Staff	
Communications	
Additional Professional Areas	

Using the FACE Profile, Bob and Jean then discuss how Bob might best further develop his strengths, and deal with his problem areas. This is the basis of an action plan in which Bob commits himself to a professional development plan over the next two years, before his next FACE appraisal which he intends to have in 1992.

This profile makes it clear that Bob Whyte has unusual competence in both communications and managing his staff. He intends developing these skills further so that he can become a leader in these areas, assisting other principals and making a particular contribution to TAFE.

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* For a listing of the components of each of these issues see Appendix I.

As part of his Action Plan Bob has decided to apply to do a special, short-term project at 'central office' on award restructuring in TAFE and if successful in gaining this, he will also write an article on it for The Australian Journal of TAFE Research and Development.

Bob now, after FACE, acknowledges that he has a problem with financial management and budgeting. As part of his action plan he has made a commitment to develop greater expertise here. Bob plans to work closely with Chris Wheeler, another principal who has agreed to be a resource person in this area and is willing to assist two or three other principals who are having difficulties with financial management and banking. They intend to form a small participatory action research group[1] and meet fortnightly. Bob will seek financial assistance from his authority to attend a two-day workshop which will be held on the financial management of tertiary institutions.

Bob's action plan is given as an example:

FIGURE 2.6 - Example of a FACE Action Plan

Name : Bob Whyte

Age : 42

College : Seaview

Authority : Victoria

Date : 20.4.1990

Planned Professional Development

Area : Managing staff

Aim : To build upon my existing expertise and to contribute to TAFE by undertaking a special project on award restructuring.

Time Frame: 9 April to 29 June 1990 (full-time secondment)

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[1] This involves working together on problems of mutual concern and, as a consequence developing their understanding of their work, individually and collectively, so as to improve their professional practice. It requires regular meetings to discuss progress and changes they are making, articulate plans and reflect on the effects of their actions.

Area: Communications

Aim: To write a journal article on the relevance of award restructuring to TAFE college staff.

Time Frame: July/August 1990 (own time)

Area: Financial management

Aim: To develop greater skills in the financial management of my college by joining a study group and attending a two-day workshop and working with a mentor.

Time Frame: Special study group on financial management - meeting fortnightly on Wednesday evenings from mid-1990 to March 1991.

Attending financial management workshop 10 and 11 October 1991.
Working with mentor as required 1990 to 1992.

Signed : Bob Whyte.

CHAPTER III - SUGGESTIONS FOR CONDUCTING THE FACE APPRAISAL DISCUSSION

The following ideas may help during the Appraisal Discussion:

- Ensure that the room where the discussion is to be held is comfortable and private, so that the atmosphere is open and relaxed. Before beginning arrange for telephone calls to be diverted and that no interruptions will occur. Moderate informality, sitting together, rather than on opposite sides of a desk, and providing plenty of eye contact, assists both people to speak more openly and easily.

- The appraisal interview is really for, and about, the appraisee, who should do approximately 50% to 70% of the talking. Both parties should try to maintain this balance.

- A possible agenda of the interview:

  * opening comments;
  * discussion of the preliminary self-appraisal;
  * discussion of any other issues indicated by the facilitator's information gathering;
  * rating of the appraisee on the negotiated issues, and agreement upon strengths and problem areas (as in Figure 2.3);
  * drawing up a profile (see example, Figure 2.5);
  * discussion of ways of developing strengths and responding to problems;
  * drawing up an action plan (as in Figure 2.6);
  * closure of interview.

- Generally it is best to begin with a review of the appraisee's progress and achievements. This should be based upon the appraisee's statement which was provided at the beginning of the FACE process.

- Facilitators should, whenever possible, give examples and details relating to particular issues, to enable appraisees to recognise what they have been doing and how this is perceived by others.

- Remember, you are working together as a team so the tone should be one of co-operation, not of judgment.

- The emphasis throughout the appraisal interview should be forward-looking, what the appraisee will do, rather than a judgment of what he/she has done in the past.

- Facilitators should avoid leading questions which predispose the appraisee to respond in a particular way (e.g. "Don't you think that staff should be more responsible for their own time management puts pressure on the responder to reply affirmatively. To ensure the objectivity of your question it is better to phrase it as "How much responsibility should staff be given for their own time management?")

- Facilitators should bear in mind that appraisees may be operating with values which are different from, but just as valid as, their own. Judging others' performance and attitude in terms of your own values and ideas is unfair. Try to assess them in terms of their own goals. Discussing these differences, and how they relate to TAFE's goals and purposes provides an excellent opportunity for professional development for both parties. Remember that the diversity within TAFE is one of its strengths and assists it to cater for the wide variety of needs in Australia's pluralist society.

- The interview should emphasise feedback and co-operative problem-solving.

- Beware of the 'halo effect' where the overall judgment is unduly influenced by one particular incident, rather than evolving from a range of factors.

- Similarly, it is important to avoid the common tendency to place greater importance on negative information about performance rather than on positive feedback.

CHAPTER IV - HANDLING PROBLEM AREAS

Everyone has some areas of weakness. It is more likely that these will be acknowledged (and therefore can be dealt with) if they are handled without undue emphasis. Of all forms of appraisal, that between peers is the most likely to accommodate sensitive issues openly and objectively. Weaknesses are best presented as problems. Facilitator and appraisee can then 'brainstorm' to find a solution, which becomes part of the action plan.

When a problem solving approach to overcoming weakness is taken, research[1] indicates that a higher proportion of favourable reactions to the procedure, and overall a greater commitment to post-review action occurs than when a more judgmental approach is used. This means it is important to focus on job difficulties rather than the personal characteristics of the appraisee. As the relationship between facilitator and appraisee is so crucial for the honest and open discussion of professional performance, the use of a peer facilitator, whenever possible selected by the appraisee, is one of the strengths of FACE.

The literature on performance appraisal[2] indicates that a discussion of problem areas does not normally have a negative effect upon the appraisee if only two or three concerns are discussed and these are presented sensitvely. It is important not to hit appraisees with too much criticism as this could make them defensive or they may just 'switch off'. Deciding on the key problem areas and limiting discussion to these is usually more successful.

Some hints which may help facilitators when providing negative feedback:

- Do not avoid giving negative feedback or gloss over problems. Most people are aware that they have some weaknesses and at least some idea of where their problems lie. Sensitively-handled, constructive criticism is often received gratefully - after all, the appraisees have volunteered because they wish to learn about and improve their professional performance.

- The facilitator should avoid suggesting ways of changing personality traits. It is better instead to suggest ways of changing behaviour. If such a suggestion is appropriate it is important to be explicit about just what is meant.

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1 See Long (1987) listed in the references.

2 See Fletcher and Williams (1985) listed in the references.

- Do not distort negative comments into positives (e.g. by describing unreasonably heavy demands upon staff as setting standards of efficiency). Make sure both of you are discussing the same real issue.

- Negative comments should be interspersed with positive ones to minimise defensive responses. Facilitators should be able to provide evidence or examples to illustrate problems identified, but avoid associating these examples with particular individuals. The notes taken during interviews, observations and the document analysis will be useful here.

- It is more effective if problems are presented as related to the job, not the appraisee; e.g., 'there seem to be barriers in communicating policies to senior staff' rather than 'you are not communicating policies clearly to your senior staff'.

A note of caution to facilitators: when interpreting interviews and other data, resist the temptation to remake the assessee and his/her college in your own image: you are assessing the unique interaction between an individual and a system.

Appraisees also should also be sensitive when responding to negative comments. It is important to remember that the facilitator has agreed to help. Indeed, it is likely that he/she is feeling rather uncomfortable about mentioning areas where he or she believes some support is needed. However, in agreeing to undertake FACE both principals have already recognised that it will be necessary to discuss problems and so should be prepared to work as a collegiate team to solve them.

CHAPTER V - OTHER METHODS OF APPRAISAL USING FACE

FACE is a process of voluntary, continuing appraisal, controlled by and for the appraisee. It is fundamentally a form of self-appraisal as the input of the facilitator is intended to increase the appraisee's insight into his/her performance.

Throughout the FACE process the appraisee ultimately makes all decisions about what is to be considered and included in the action plan. The role of the facilitator is to assist these decisions by providing an objective, different viewpoint, support and constructive criticism.

If necessary, the FACE process can be adapted and be used without a peer facilitator. The two most common alternative appraisal methods are self-appraisal and appraisal with the line manager.

This flexibility of procedures enables those using FACE to develop it in ways which best suit their professional purposes. At the same time FACE remains within a broad conceptual framework which is consistent with current theories of adult learning.[1]

Self-appraisal

Some principals/directors may decide to use a purely self-appraisal method. While this is an option, it does not offer as many opportunities for professional development as does working with a facilitator. In particular, peers can offer an objective viewpoint and one which is based upon a different set of experiences and values. Facilitators coming in with a fresh perception may see critical factors which have gone undetected for years.

Research[2] indicates, and commonsense implies, that professional people continually monitor their work and assess themselves, usually in an informal fashion without clear criteria. This means however that some areas of their professional lives may not be given appropriate emphasis or even not be evaluated at all.

Evaluation is really only valuable if it forms the basis for change and improvement, and so the action plan is a key element, frequently overlooked in self-appraisal.

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1 See Lonsdale et al (1988) listed in the references.

2 Lonsdale et at (1988).

Self-evaluation becomes more useful if it has an underlying structure derived from a more formal process such as that used in FACE. Individuals' active involvement in identifying their own strengths and weaknesses is likely to increase their long term commitment to the action career plan.[3] Self-appraisal is most successful when it is carried out by well-educated, motivated individuals.[4] TAFE principals/directors should therefore be suitable people to undertake self-appraisal.

To conduct a self-appraisal using a modified form of FACE, the FACE processes described in Chapter II of this handbook should be followed as closely as possible:

- Begin by *writing* a review of your progress and goals, as suggested in the peer appraisal process.
- Try to obtain as much feedback as possible by discussing this with colleagues, such as peers and your staff development officer, whose judgment you respect.
- Research[5] indicates that when self-appraisal is the method chosen, judgments are more discriminating if aspects of job performance are assessed relative to each other. So for each factor listed in Appendix I compare your level of performance with how you are performing on other factors .
- Determine your level for each of the underlined factors using the FACE Assessment Competency Levels (see Figure 2.3).
- Again try to obtain feedback by discussing these evaluations with colleagues if possible.
- Now slowly work through the list of areas for assessment in Appendix I. Rate your competency on each item under one heading at a time.
- Using a photocopy of Appendix V, fill in your FACE Profile.
- Using the list of resources develop an action plan which you will be able to follow over the next few years. Again discussing this with colleagues will be very helpful in both providing fresh insights and clarifying your ideas.

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[3] See British Psychological Society (1988).

[4] See CCH Australia Ltd (1988).

[5] See British Psychological Society (1988).

Appraisal with the Line Manager

FACE *does not* lend itself to adaptation to appraisal of individuals *by* line managers or any other people. However, FACE can be adapted so that the appraisee is *assisted* in his/her *self-appraisal* by the line manager.

Like the peer facilitator in FACE, the line manager would provide objective insights and constructive criticism to help the appraisee assess his/her professional performance and develop an action plan for professional development. How much involvement the line manager would have in this process would be negotiated between the appraisee and the line manager.

For this form of FACE to succeed, both appraisee and line manager must be committed to the process and the philosophy behind it. One such model has been developed as a result of a commission by the South Australian Congress of Principals and Vice-Principals, and with the active support of the South Australian DETAFE Chief Executive Officer. It is reproduced as Appendix IV.

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APPENDIX I - AREAS IN WHICH TAFE PRINCIPALS/DIRECTORS MAY BE APPRAISED

This list is based upon the author's earlier report: The Continuing Education Needs of Academic Staff: Senior college staff in TAFE. (1987) and responses to questionnaires by 26 college staff members and students.

1. Planning for the future of the college

   a) Corporate planning
   b) Rational decision-making - setting policy priorities
   c) Analysis of community needs
   d) Understanding of likely future developments in TAFE
   e) Understanding, but not necessarily in-depth knowledge, of new technologies
   f) Anticipating changes which will affect TAFE
   g) Organisational management
   h) Goal setting

2. Managing staff

   a) Committee management skills
   b) Motivating staff
   c) Encouraging the professional development of college staff
   d) Delegation
   e) Conflict resolution
   f) Planning and managing change, dealing with new issues in TAFE
   g) Team skills
   h) Organisational and group dynamics
   i) Maintaining good industrial relations
   j) Creating a good 'working climate'
   k) Listening to staff at all levels and respecting them as professionals

3. College administration

   a) Financial management, budgeting
   b) Decision-making
   c) Relationship of the college with the TAFE authority
   d) Business practices
   e) Day-to-day running of the college
   f) Entrepreneurship

4. Educational leadership

   a) Keeping up-to-date with relevant developments in education
   b) Encouraging staff development
   c) Developing within self, and staff, a vision of TAFE

d) Providing a role model for staff and students
e) Setting realistic standards
f) Accountability for educational matters
g) Clearly enunciated educational philosophy
h) Encouraging innovation

5. Communications

a) Communication skills - person-to-person, group, telephone, public-speaking, written communication
b) Developing links with:
   . community;
   . industry;
   . other educational institutions;
   . TAFE - head office and other colleges;
   . students; and
   . staff.
c) Acting as an advocate for the college, seeking funding, etc.
d) Public relations skills including dealing with media
e) Negotiation skills
f) Creating opportunities to find out students' concerns from the students
g) Marketing the college

6. Professional development

a) Formal study undertaken since pre-service training
b) Range of professional reading
c) Involvement in professional associations/committees
d) Participation in and application of knowledge from in-service
e) Papers presented/published

7. Additional professional capacities

a) Preparing reports, submissions, etc.
b) Time management
c) Understanding of industrial relations and laws
d) Understanding of the whole TAFE authority and system
e) Computer literacy
f) Interpreting and implementing government policies
g) Interviewing skills
h) Problem solving skills

APPENDIX II - HOW FACE WAS DEVELOPED.

This project was undertaken at the request of the Australian Association of TAFE Principals Inc. and builds upon an earlier project, The Continuing Education Needs of Academic Staff: Senior college staff in TAFE (Mageean 1987).

The project was developed in a number of steps:

1. A Project Advisory Committee was formed, consisting of:

   Ms Virginia Battye, Director, Human Resources SA DETAFE;

   Dr Bill Hall, Executive Director, TAFE National Centre for Research and Development;

   Mr David Lane, Co-ordinator, Training and Development, Human Resource Studies, SA College of Advanced Education;

   Ms Pauline Mageean, TAFE National Centre for Research and Development, the researcher for the project;

   Dr John O'Sullivan, Principal, Bentley College of TAFE WA and immediate Past President, AATP;

   Mr Trevor Urlwin, Director, seconded to SA DETAFE to develop human resources;

   Mr Bob Williams, Principal, South East College of TAFE SA and President of AATP.

   This ensured that the views of principals/directors were well represented throughout the project.

2. A critical analysis of a number of appraisal systems for management, and discussions with senior staff using them, drawn from educational organisations, government and industry.

3. A literature study to develop a theoretical basis for FACE, and to augment the work already done in the author's 1987 study.

4. All TAFE authorities provided information about their criteria for selecting principals/directors, and copies of relevant job descriptions to assist in developing the factors for assessment, Appendix I.

5. As the potential users of FACE, principals/directors from all authorities were invited to contribute at all stages of its development to ensure that it meets their needs and is acceptable to them. Discussions about their professional development were held with thirty two principals/directors.

A questionnaire was sent to all TAFE principals/directors, which at the time was 229 people. Of these 142 or nearly 70%, replied. Only three of the respondents stated that they would not a least even consider using FACE. The high response rate to the questionnaire means that the principals did participate fully in needs identification and in planning the educational intervention. This indicates that FACE does meet the criteria considered essential by experts in peer appraisal[1].

The responses to this questionnaire were then sent to all principals/directors in a newsletter, and further information about resources was requested. The questions and their responses are reproduced below:

1. What professional development have you undertaken in the past five years (please tick).

   Positive responses:

   142 - participated in conferences

   140 - participated in workshops/forums

   52 - participated in study group

   67 - undertook credited study

   60 - undertook non-credited study

   121 - reading journals

   43 - exchanges (or acting in another position)

   3 - release to industry

   38 - writing articles/books

   109 - participation in professional associations

   14 - overseas study tour

   Other developments nominated (more people may have done these but not nominated it).

   7 - working with peers

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[1] Discussed in Mitzel, H. E. ed. (1982) Encyclopedia of Educational Research New York: The Free Press.

8 - industry liaison

10 - community projects

2 - visits to other colleges

3 - mentor

2 - own business/consultancy.

2a. From which of these did you gain the most?

No principals/directors had undertaken all these activities. It is possible that they might have made a different selection had they done so. The numbers who gained most from each activity are of course correlated with those who experienced it. Nevertheless the responses do provide valuable information about the type of professional activity from which TAFE principals/directors are benefitting.

Numbers who gained the most from each activity are:

48 - conferences

44 - workshops/forums

6 - study group

31 - credited study

9 - non-credited study

15 - reading journals

17 - exchanges (or acting in another position)

2 - release to industry

8 - writing articles/books

22 - professional associations

8 - overseas study tour

3 - visits to other colleges

2 - industry liaison

2 - community liaison

1 - own related business

1 - personal development group.

Information has been compiled for principals/directors about the most popular of these activities and is presented in Appendix II.

2b. Why was this?

Overwhelmingly, principals/directors gained the most from the opportunity to interact with their peers to discuss issues and exchange ideas (mentioned by 47 people). They preferred practical, participatory activities which matched their on-job demands (34). Exchanges opened their minds to new approaches to issues (13) and gave them the opportunity to use different skills (8). However 8 individuals pointed out that to gain from professional development programs, it is essential to have time away from work demands. Principals/directors want a program which is well-structured (5) but is self-paced and allows them flexibility and choice of content (11).

3a. Could other methods of professional development have been provided in a way which would have suited you better?

The most frequently mentioned choice was for a structured TAFE management program, programs including lectures/workshops/readings/exchanges (26).

Other methods frequently mentioned were:

- a mentor system or work with an experienced peer (7); and
- sabbaticals (6).

3b. How best could this have been provided?

Responses made by three or more principals/directors were:

- central office facilitation of program exchanges (in Australia and overseas), visits to other colleges and industry release;
- short, 'hands-on' intensive activities in management training;
- short workshops on a regional basis;
- a specific time allocation for professional development as part of the duty statement, plus a major professional

development undertaking (about every five years);
externally provided courses.

4. Can you suggest any people who could be approached to find out if they are willing to be resource people for those looking for support in a particular area?

   (A list of resource people has been generated but cannot be included until they have given us permission to do so.)

5. When this appraisal and professional development package is available, would you consider using it?

   This question was not intended to ask more than whether principals/directors would consider using the package. Only three people said no - one was sceptical because of past negative experiences; one preferred to manage his/her own professional development and one said that after 35 years of professional study 'I am burnt out'. Two people did not reply. 137 of the 142 respondents were willing to consider using the package and a large number were very enthusiastic. This is extremely encouraging and shows that the majority of principals have a real interest in this project.

6. The views of a cross-section of 90 college lecturers and 90 students from a number of TAFE authorities were also sought. The questionnaires are reproduced, Figures 3.1 and 3.2 below.

FIGURE II.1 - Questionnaire for College Staff Members

STATE/TERRITORY:

AGE GROUP: under 25 : 25-35 : 36-50 : over 50
(Please circle correct group)

POSITION:

MALE/FEMALE:
(Please circle correct group)

LENGTH OF TIME WITH TAFE:

THE ISSUES WHICH I BELIEVE ARE MOST IMPORTANT FOR TAFE PRINCIPALS TO DO THEIR JOB SUCCESSFULLY ARE:
(Please list about six).

Twenty two college staff members responded.

The key issues for principals/directors as identified by college staff were:

- the need to liaise effectively with the college community and to attend community functions as part of their normal duties;
- the need to develop inter-personal skills to manage their staff and to be accessible to staff and students;
- better financial management skills needed;
- the need to respond to the changing needs of society;
- better planning skills;
- closer liaison with industry;
- the ability to mediate between central office and the college, a systems perspective;
- delegation and sharing responsibility;
- promoting the professional development of their staff;
- developing a good relationship with the students;
- marketing the college;
- educational leadership, keeping abreast of the latest developments relevant to TAFE and sharing these with staff.

All of these issues are now included in the list of factors on which principals may be appraised, Appendix I.

FIGURE II.2 - Questionnaire for TAFE Students

STATE/TERRITORY:

AGE GROUP: 16-19 : 19-25 : 26-35 : 36-50 : over 50
(Please circle correct group)

COURSE:

MALE/FEMALE:
(Please circle correct group)

LENGTH OF TIME YOU HAVE ATTENDED TAFE:

THE ISSUES WHICH I BELIEVE ARE MOST IMPORTANT FOR TAFE PRINCIPALS TO DO THEIR JOB SUCCESSFULLY ARE: (Please list about six).

Only five students of the ninety sent letters, responded. However the issues they listed have also been incorporated - these relate to developing better links with students and responding to their concerns.

7. The commissioned project for the South Australian Congress of Principals which forms Appendix IV also provided information about the professional development needs of principals/directors and so contributed to this project. This is a modified version of FACE in which the facilitator is the Chief Executive Officer (see Appendix IV). All SA college directors have voluntarily undertaken this, and preliminary investigation indicates that it has facilitated feedback on their performances between the CEO and directors, and has been very useful in developing action plans for professional development. An evaluation of this is planned.

8. It makes economic sense, if the professionalism and expertise of TAFE staff is recognised by using them whenever possible as resource people to assist in carrying out the action plan. People with particular expertise or skills who are willing to share their knowledge can contribute as mentors, or in study groups, or as consultants. However, there will be areas where specialised expertise from outside TAFE will be required and it is essential that action plans can accommodate this. To generate a list of resource people, and organisations from inside and outside TAFE, all principals/directors have been asked to nominate experts who can be invited to participate.

   Information is also being collected about relevant conferences and journals. It is hoped that principals will co-operate by continually providing the AATP with information to update this material which forms a separate appendix to this booklet.

9. A workshop on FACE was held at the AATP annual conference in January 1990.

APPENDIX III - RESEARCH RELEVANT TO FACE

TAFE is under increasing pressure to change and adapt to its clients. Such changes can only be brought about if TAFE's greatest and most expensive resource, its staff, also develop. Paradoxically, this pressure is occurring at a time of economic restraint when there is also pressure to reduce costs in areas such as staff development where it is extremely difficult to show tangible results from resources invested. To stress the relevance of the professional development of educators to the government's priorities, Ingvarson (1988, p.11) uses the term 'skill formation' as a synonym for professional development

> to emphasise that, with the current Commonwealth Government thrust to promote industry development, the education industry should not be left out.

As well as the possession of certain skills, professionalism requires an ongoing critical concern with, and acceptance of, the responsibility for fostering the knowledge, skills, quality and ethical standards associated with the particular professional area. All of the these contribute to the educational philosophy of the professional educator (Mageean 1989).

Ingvarson (1988) identified one of the key characteristics of a profession as the acceptance by its members of the responsibility for setting standards and monitoring adherence to these. Carrying out this responsibility through ongoing peer appraisal can provide both continuing professional development and professional accountability.

This project follows and builds upon an earlier work by the researcher The Continuing Education Needs of Academic Staff: Senior college staff in TAFE (Mageean 1987) which recommended:

- Provision should be made for regular, confidential performance appraisal for all college staff throughout their careers. This particular appraisal is to be used for staff development purposes only, not for selecting officers for promotion or other benefits.

- A means should be established of co-ordinating information about that staff development provision which is relevant to senior staff nationally.

- Individualised staff development programs should be provided giving choice amongst a variety of modes of delivery which should include distance education whenever possible. Group interaction and networking should be fostered.

FACE has been designed to fulfil these recommendations.

This report agrees with Storrie (1988) that when people are immersed in

their work and institution, coping with current issues and constrained by established roles and functions, they are often inhibited from positively confronting their professional development needs. One way of coping with this would be to offer a system of regular appraisals to lead to action plans for professional development.

Schulman and Sykes (quoted in Ingvarson 1989), state that it is the judgments of professional peers, not those of superiors, which are the recognised basis for appraisal of professional practice in any area. Hence peer appraisal is a particularly suitable means of appraising the professional practice of TAFE college principals. Although peer appraisal is the preferred method for FACE, the FACE technique can be adapted for self-appraisal or appraisal assisted by the line manager, see Chapter V and Appendix IV.

Roe et al (1986) argue that self-evaluation is a proper professional activity which should be done formally and systematically rather than casually. They see particular advantages in combining self-appraisal with appraisal by a respected and objective colleague since differences in perception and perspective are instructive, stimulating reflection on performance, to understand the reason for these differences, and to motivate action.

The British Psychological Society (1988) states that people's active involvement in identifying their own strengths and weaknesses is likely to increase their long term commitment to a action career plan. Successful professional development does not succeed when it is imposed upon passive recipients. Professionals develop themselves if they have sufficient motivation, insight into their needs and how these may best be met, and the support to pursue these means.

Steens, (quoted in Mitzel 1982) in discussion of continuing professional development for professionals concludes that it is critical for learners to recognise the need for improved performance and participate fully in needs identification, planning the educational intervention (professional development) and the evaluation of outcomes. The FACE process is, then, in keeping with contemporary research findings on effective professional development. The continuing discussion between the facilitator and appraisee during the FACE process ensures that the appraisee is actively involved in identifying his/her strengths and weaknesses. This 'ownership' of the appraisal and action plan should lead to a stronger long-term commitment to the planned professional development.

The unusually high response rate to the questionnaires (see Appendix III) of nearly 70%, indicates that the principals/directors collectively, have met Steen's critical factor of recognising the need for improvement. The high response rate to the questionnaire also means that the principals/directors did participate fully in needs identification and in planning the educational intervention by contributing to the list of resources. This indicates that FACE does meet the criteria considered essential by experts in peer appraisal such as Steens.

CCH (1988) points out that self appraisal is most successful when it is carried out by well educated, motivated employees. TAFE principals/directors who chose to do so would therefore be suitable people to undertake self-appraisal or to contribute to their own appraisal as in FACE.

The study of professional development in higher education by Lonsdale et al (1989) concluded that most successful professional development is self-initiated. Self-initiation gives those involved, a feeling of ownership of, and control over, their development and so encourages participation. FACE is a voluntary self-initiated method of professional development and so is likely to be acceptable to professionals. The very high interest TAFE principals/directors indicated, in at least considering FACE, confirms this assumption. Only 3 of the 145 questionnaire respondents stated that they would not at least consider using FACE and the majority of respondents were very positive about using such a system.

Wragg (1987) studying peer appraisal in English schools found that all levels of staff benefited from visiting each other's schools, studying each other's jobs and interviewing staff. Many senior staff involved in Wragg's project reported that this was one of the most interesting and valuable staff development exercises they had undertaken. It is likely that TAFE principals/directors will report similar benefits.

Fletcher and Williams (1985) reviewed the literature on performance appraisal and concluded that a discussion of problem areas did not normally have a negative effect upon the appraisal, if only two or three concerns were discussed and these were presented sensitively. This research has influenced the way in which problems areas are to be handled in FACE, see Chapter IV. FACE is, then, in keeping with contemporary thought about appraisal.

Lonsdale et al (1988, p.43) point out that:

> In an academic institution, intrinsic and socially derived satisfactions are more effective in raising the motivation and performance ... than are extrinsic factors.

This concept of intrinsic motivation is central to FACE. It has been found (Lonsdale et al 1988; British Psychological Society 1988; CCH Australia Ltd 1988) that pursuing extrinsic rewards may prevent objective self-assessment and openness about problem areas. This means assessment cannot realistically be used for both extrinsic and intrinsic purposes. There is no extrinsic reward for undertaking FACE. However, there is the potential for considerable intrinsic reward through increased ability to perform well in one's profession. The results of the questionnaire sent to all TAFE principals show that such intrinsic rewards are very important to TAFE principals.

Lonsdale et al divide the information relevant to performance appraisal into five categories:

1) factual information about the appraisee's contributions and achievements. This can be provided in a curriculum vitae, written report or through discussion with the appraisee;

2) factual information on the authority's expectations of the role to be performed now and in the future by the assessee;

3) evaluative judgments about the appraisee's performance based upon interviews with members of the college community and observations by the facilitator;

4) earlier formal performance appraisals are also evaluative. The appraisee, if he/she has had a formal appraisal, may wish the appraiser to consider the results of this;

5) the appraisee's plans for professional development and his/her career goals. This will provide the context in which to set the action plan.

The FACE process will use information from all of Lonsdale's categories except, for each person's first evaluation, category 4. When the FACE process is repeated after two years the appraisee may wish the facilitator to consider how well the action plan has been carried out. Using the same facilitator will assist this, although it is not essential.
Categories 1, 2 and 5 would be incorporated in the assessee's prepared preliminary statement. Additional information relating to 2 would be obtained in interviews and the document analysis.

When analyzing the information from these categories, it is important to consider both what has been achieved, and the process whereby it has occurred. Achievements are the actual results and goals met, the process is the behaviour on the job, the management style used, strategic thinking, risk-taking, educational leadership and relationships with the TAFE college/community. The way a principal/director conducts this process is very influential upon the organisational culture of his/her college.

When undertaking appraisal, it is, it is, of course, important to recognise the distinctive nature of each college, with its unique interaction of needs, characteristics, resources and history creating its own particular ethos. However, principals/directors do need to consider and prepare for potential moves to other colleges, so professional development, while related to their current colleges, should not be restricted to a single context.

Lonsdale et al (1988) looking at appraisal of higher education academics concluded that, within a broad methodological framework it is more important for those involved to have a clear understanding of the purposes of the scheme rather than being offered a detailed prescription of procedures. Indeed they concluded (p.76):

> It is inappropriate to prescribe in detail the procedures to be used in progress reviews; these should evolve ... and should afford appropriate professional freedom ...

In keeping with this conclusion the description of procedures given in Chapter II is deliberately non-prescriptive. It is one way of using FACE which can be adapted to suit particular circumstances. One variation of FACE, using the line manager instead of a peer is described in Appendix IV and Chapter V. The essential factors have been retained - it is voluntary, concerned with developing the self-awareness of the appraisee, brings benefits intrinsic to the job and is the basis of an action plan for professional development.

The way in which the appraisal is undertaken will reflect the individual management and leadership styles of the person being appraised, and of his/her facilitator. It is important that a mechanical application of rules is avoided so that principals are free to explore those areas which are of most interest or concern to them.

SA CONGRESS OF PRINCIPALS

AND VICE-PRINCIPALS

EXECUTIVE DEVELOPMENT PROJECT

PAULINE MAGEEAN

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INTRODUCTION

The aim of this project is to establish a mechanism by which South Australian principals and vice-principals might better access and relate to their Chief Executive Officer (CEO), and in particular to seek feedback on their performance. It aims to develop an approach to executive development for college principals and vice-principals, collectively referred to in this paper as principals.

An interview agenda for a structured interview is proposed for voluntary regular meetings between the CEO and individual principals for the purpose of:

- Role clarification to enable the principal and the CEO to review on a regular basis, the principal's duties, responsibilities and priorities in the context of his/her particular college and the overall organisation of DETAFE, and through negotiation, to arrive at an agreed perception of this as a basis for future professional interaction.

- To review the principal's performance in the context of the above and to provide constructive feedback for the purposes of professional development.

- To negotiate a systematic action plan for the principal's professional development and to gain the commitment of both the principal and the CEO in implementing this.

- To provide the CEO with the opportunity to gain constructive feedback on his performance and how he can best assist his college executive staff and their colleges.

A consultant, the TAFE National Centre for Research and Development, was employed by the South Australian Colleges of TAFE Congress of Principals and Vice Principals Incorporated to work between Congress members and their CEO to develop the interview pro-forma. This paper is a result of that project.

HOW TO USE THE EXECUTIVE DEVELOPMENT APPROACH

At the core of the proposed revew process is a confidential interview (see page 4) between the CEO and each individual principal to identify how the principal is fulfilling his/her role, in the context of his/her particular college and also in the context of the whole Department of Employment, Technical and Further Education (DETAFE) organisation. This then leads to a discussion of professional development goals for the principal which will become the basis for a professional development action plan.

Subject to agreement, confidential notes recording the major points in the discussion and the principal's professional development goals will be provided by the CEO for himself and the individual principal only. These may be used in subsequent interviews.

The interview also provides the opportunity for the CEO to obtain feedback from his principals about ways in which he could better assist them.

It is essential that both the principal and the CEO prepare carefully for the interview. The principal does so by preparing a statement which is to be used as the basis for the interview. This should include a description of the key issues he/she is addressing currently in his/her role as principal of a particular college and as an executive in the wider DETAFE system. A list of essential elements of this discussion paper is included on page 3. It should also describe the professional development being undertaken, and the principal's goals and aspirations, both personal and for the college. It should be a brief paper, in note form, of not more than two A4 pages. The statement should reach the CEO not less than three working days before the interview.

As a result of the interview, both the CEO and the principal will have made a commitment to fostering the principal's professional development. The CEO will have become more aware of the professional development needs of Congress members, both individually and collectively, and so be better able to respond to their continuing professional development needs and to support them in fulfilling their roles. The implementation strategy for this initiative is to be determined by Congress and the CEO.

ESSENTIAL ELEMENTS OF THE PRINCIPAL'S STATEMENT

The principal's statement should consist of about 400 words (one to two A4 pages) in note form discussing the major range of issues being addressed: this will form the basis of the interview and should include:

A. His/her role as principal in the context of the particular college.

- educational leadership;
- college management;
- the individual's perception of his/her duties, responsibilities, role and priorities;
- the balance (of time/resources) between priorities;
- the management of change, strategies to respond to change and the appropriate skills and behaviours to facilitate changes;
- any factors which affect the performance of these duties -
  - (a) factors associated with the particular college;
  - (b) factors associated with the DETAFE system.

B. His/her role as part of the executive management of DETAFE. This may include many of the above points as well as his/her personal aspirations within DETAFE and for DETAFE in the short-term and longer term.

C. What professional development the principal is, or intends, undertaking.

SUGGESTED AGENDA FOR THE EXECUTIVE DEVELOPMENT INTERVIEW

1. Discussion of the principal's statement.

2. Feedback on the way in which the principal is fulfilling his or her role

   (a) in the context of the particular college; and

   (b) in the context of the whole DETAFE organisation.

3. Negotiation of areas for professional development.

4. Discussion of ways by which the CEO could facilitate the professional development of the principal.

5. Feedback to the CEO about ways he could assist principals fulfil their roles. (In some situations principals may prefer to do this through Congress, see Appendix G.)

EXPECTED OUTCOMES FROM THE INTERVIEW

A. An action plan for the professional development of the individual principal.

B. A series of information sharing sessions for Congress members to be agreed between Congress and the CEO with the aim of:

- sharing information about organisational goals, priorities and change; and
- developing an agreed-upon strategy to assist in this process.

C. Valuable feedback for the CEO about the colleges and the whole DETAFE organisation.

APPENDIX A - THE BACKGROUND TO THIS PROJECT

A project for executive development was proposed and accepted by the SA Colleges of TAFE Congress of Principals and Vice Principals 27 October 1989. This proposal is quoted in full:

Preamble

Currently some Principals/Vice Principals have established an individual relationship with the CEO in respect to their own development. This is done informally and irregularly.

Aim

To establish mechanism by which Principals and Vice Principals may better access and relate to the CEO.

Proposal

The employment of a consultant to work between Congress and the CEO. The consultant would develop a pro-forma with which Principals and Vice Principals may meet and work with the CEO annually to seek appropriate feedback on performance and development. The consultant would seek the views of the CEO, seek and analyse the views of Principals and Vice Principals, develop a proposal which would be tabled at Congress of 24 November 1989.

APPENDIX B - METHODOLOGY

Following the acceptance of the project proposal by Congress, the TAFE National Centre for Research and Development was contracted to undertake the project.

Meetings were held between the President of Congress, Steve Kelton, Principal, Regency College of TAFE and the Centre's Executive Director, Dr Bill Hall. Pauline Mageean, a Research and Development Officer, undertook the project and was given a detailed briefing.

A fax was sent to all Congress members to elicit their ideas and to encourage their input into this project . The consultant also interviewed available members by telephone. A total of 21 of the 27 Congress members contributed their ideas. The CEO, Peter Kirby, was interviewed, and was most supportive of both the initiative and the content which was being developed. His suggestions have also been incorporated. Additional relevant material generated in the interviews has been included as appendices C, D, E, F and G to this paper. It is important to stress that these issues are important in November 1989 but that changes in DETAFE and its environment will mean that priorities and issues will change and so such a list will require continued updating.

A meeting was held between Pauline Mageean and Congress Executive members, Steve Kelton, Bob Todd and Steve Stefanovic to discuss a draft report. Following this a final draft was forwarded to Steve Kelton, Peter Kirby and to Geoff Hayton and Hugh Guthrie, the Centre's Senior Research and Development Officers, for amendments before the final document was prepared for presentation at Congress on 24 November 1989.

APPENDIX C - WORKSHOPS AND SYMPOSIA

There was strong support for workshops and symposia, as a means of continually updating Congress members. Principals emphasisted that they should be practical with a strong bias towards participation by those attending. Expert facilitators from within and outside DETAFE should be provided as appropriate.

Whenever possible it is important for country principals and vice-principals to have access to these, so they should be 'piggy-backed' to other events (such as Congress meetings) which would bring these people to Adelaide.

A principal cannot know everything relevant to TAFE, but is expected to have some understanding of relevant issues and to be able to discuss them. Key areas identified by Congress members are listed below. The issues marked * are those which require a discussion of the major concepts, without necessarily going into details.

Management of change

Enterprises/marketing *

Management leadership

Financial management

Project management

Coping with stress

People management (esp. those working subtly against the system).

How to evaluate the college's performance

How to appraise college staff members

Time management

Current issues * -

e.g. award restructuring
occupational health & safety
total quality management

APPENDIX D - POSSIBLE AREAS FOR PROFESSIONAL DEVELOPMENT

These have been identified in November 1989. New DETAFE priorities will continually arise, sometimes requiring different skills in different areas.

Educational leadership including:

Developing within self, and staff, a commitment to DETAFE's mission

Accountability for educational matters

Encouraging innovation

Planning for the future of the college and DETAFE including:

Corporate planning

Analysis of and responsiveness to community needs (particularly relevant to country colleges)

Understanding, but not necessarily in-depth knowledge, of new technologies

Anticipating, planning and managing change, both as an individual and to assist the whole college to adapt to new issues in DETAFE

Organisational management, balance and possible conflicts between roles as a public service administrator and as an entrepreneurial manager

Managing/administering staff including:

Facilitating staff members' contributions to TAFE

Motivating staff and creating a good 'working climate'

Encouraging the professional development of college staff

Conflict resolution/negotiation skills

Understanding principles of work organisation and job design and possible applications to the college

College administration including:

Financial management, budgeting

Marketing and fostering DETAFE enterprises

Implementing EEO policy

Personal professional development including:

Participating in professional organisations

Workshop participation

Communications including:

Communication skills - person-to-person, group, telephone, public speaking, written communication

Acting as an advocate for the college, seeking funding, etc.

Creating opportunities to find out staff and students' concerns first hand

Additional professional capacities including:

Involvement in community service

Representing the college and DETAFE

APPENDIX E - ISSUES ON WHICH CONGRESS MEMBERS WOULD LIKE FURTHER CLARIFICATION FROM THE CHIEF EXECUTIVE OFFICER

- His expectations of the role of DETAFE Principals today. (Principals want to know to what extent they are public service administrators and to what extent they can be creative managers using their own initiative.)

- To what extent should they adapt to corporate goals and how are they to resolve any conflict of interests between corporations and other community members.

- On what criteria are principals and colleges evaluated.

- Career paths.

- How long is it anticipated that they will be in their current positions.

- Clarity of roles. (To what extent can the vice-principal, or the second in command, be developed as a specialist in an area to complement the principal.)

- How do country colleges effect the release of very senior staff to attend workshops etc. (other learning methods could be used, but must not add to the disadvantages of country colleges).

- What exactly are the Department's priorities <u>now</u> (and updates as these change).

APPENDIX F - IDENTIFIED NEEDS

For new appointees

- Mentors
- Fostering of networks
- Allowing minimum of 2 weeks overlap while incoming person can work with existing person - assists in helping them in the 'club' - provides quality and assists in unlearning inappropriate habits from old position.

For all principals and vice-principals

- Professional development to be a part of the duty statement for principals and vice-principals.

APPENDIX G - CONCERNS

- The Policy Planning Management Committee has no country principals - they are only indirectly represented.

- Many Congress members want the CEO to attend Congress on invitation, not only executive meetings, so all can be updated and discuss issues.

- Objections to paying tertiary fees for higher education for professional development.

- How to provide the CEO with similar feedback from staff? Some negative feedback may have to be via Congress - some general issues might be endorsed by Congress, for others Congress would not express any opinion but merely be a vehicle for passing on anonymous comment. The CEO supported this, and said that such feedback would be very helpful.

APPENDIX V - MASTER OF A FACE APPRAISAL PROFILE

Name:

Age:

College:

Authority:

Date:

Issues Appraised	Agreed Levels of Competency		
	1. Problem	2. Satisfactory	3. High
Educational Leadership			
Preparing for the Future			
College Administration			
Managing Staff			
Communications			
Additional Professional Areas			

APPENDIX VI - RESOURCES

This list is current for 1990. It is recommended that the AATP ensure that it is kept up-to-date and a resources list be distributed annually.

CONFERENCES

Please note that inclusion in this list is not meant to imply that a conference is endorsed by the author or the TAFE National Centre for Research and Development.

1990 British Education Research Association Annual Conference, London.

Contact: Secretary
SCRE
15 St. John Street
Edinburgh EH8 8 JR

American Technical Education Association Inc.

Theme: Racing to the 21st Century - technical education's challenge for the 90s - innovative educational programs, program accountability, technology transfer, professional development, marketing of programs, minority groups, workplace illiteracy, economic development.
Venue: Oklahoma, USA
Contact: Mike Neville
Public Information Office
OSU Tech
Okmulgee OK 74447
Telephone - 918 - 756 - 6211

National Association for Development Education 14th Annual Conference

Venue: Westin Hotel
Copley Place
Boston, Massachusetts, USA
Contact: Dr Robert Lemelin
International Access
University of Southern Maine
96 Falmouth Street
Portland Maine USA 04103

Seventh International Conference on Technology and Education

Venue: Brussels, Belgium
Date: 20 - 22 March 1990
Contact: Ms Gillian Esplin
Seventh ICTE
CEP Consultants Ltd
26-28 Albany Street
GB-Edinburgh EH1 3QH
Telephone - 031 - 557 2478
Fax - 031 - 557 5749

National Student Services Conference

Theme: Student Services, the Essential Element
Venue: Adelaide College of TAFE SA
Date: 18 - 20 April 1990
Registration: $120
Contact: Xenia Ilic
(08) 226 3446
SA Department of TAFE
14th Floor
31 Flinders Street
Adelaide SA 5000

European Conference on Technology and Education

Theme: International Technology and Education - Where are we, and where do we want to go?
Venue: Herning, Denmark
Date: 23 - 27 April 1990
Contact: EURIT 90
CPI, Danish Centre for Education and Information Technology
72 Vesterbrogade
DK - 1620 Copenhagen V
Telephone - 45 31 23 71 11

American Education Research Association

Future AERA meetings are:

1990 Boston, April 16 - 20
1991 Chicago, April 3 - 7
1992 San Francisco, April 20 - 24
Contact: AERA Membership
1230 17th Street NW
Washington DC 20036

The Role of Women in Technical and Industrial Development

Theme:	. gender problems, issues, trends in technical and industrial development . overcoming barriers to women's development . planning and management of women's development policies . enhancing women's role in technical and industrial development
Venue:	Passay City Philippines
Date:	11 - 15 June 1990
Fee:	$US200
Contact:	The Women's Conference Co-ordinator PO Box 7500 Aismail Distribution Centre, NAIA, Pasay City 1300 Philippines Telephone - 673 - 0886

Ninth International Seminar on Staff and Educational Development

Themes:	Internationalising the Curriculum Institutional Support for Better Teaching Staff Development for Part-timers Successful Innovations in Program and Course Design Flexible Management in Higher Education Reinterpreting Scholarship: Connecting Teaching, Research and Consulting Evaluating Outcomes in Higher Education Organising Successful Staff Development Units Helping Faculty/Staff Develop New Competencies Promoting International Exchange and Co-operation in Higher Education Strategies to Take Advantage of New Technologies Creasing University Partnerships with Business, Industry and Society Creating Successful Learning Climates Implications of Academic Audits Implementing Appraisal Schemes for Faculty and Staff
Venue:	Pembroke College Cambridge England
Date:	2 - 6 July 1990
Cost:	$550 (by 1 April) $595 (after 1 April) includes full board at Pembroke College
Contact:	Dr Chris deWinter Herbron H & E Associates 12a Church Street Stiffkey, Norfolk NR23 IQJ England

HERDSA 90

Venue:	Griffith University
Date:	6 - 7 July 1990
Contact:	Bob Ross Griffith University Nathan, Queensland 4111

Fifth World Conference on Computer Education

Theme:	All aspects of computer-related education in all education environments
Venue:	Darling Harbour Convention Centre, Sydney
Date:	6 - 9 July 1990
Contact:	WCCE 90 PO Box 319 Darlinghurst NSW 2010 (612) 211 5855

First World Congress on Action Research and Process Management

Theme:	An action learning experience with major participant involvement from business, academic and government environments
Venue:	Griffith University, Queensland
Date:	10 - 13 July 1990
Contact:	Dr Ortrum Zuber-Skerritt A R and P M Congress C/- UniQuest Ltd University of Queensland St Lucia QLD 4067 (07) 377 2899

Internationalising Higher Education: Partnerships with Business and Industry

Themes:	Model Partnership Projects 1992 and Beyond Enterprise Education and Technology Transfer
Venue:	Barnharm Broom Conference Centre Norwich England
Date:	12 - 15 July 1990
Cost:	395 pounds including full board
Contact:	H & E Associates Ltd 12a Church Street Stiffkey, Near Wells-Next-Sea Norfolk NR23 IQJ England

Second International Conference on Assessing Quality in Higher Education

Theme:	Quality improvement Outcomes assessment Institutional evaluation
Venue:	St Andrews University Scotland
Date:	24 - 27 July 1990
Cost:	298 pounds (includes three nights acommodation and all meals)
Contact:	Chris deWinter Hebron Academic and Training Director H & E Associates Ltd 12a Church Street Stiffkey, Near Wells-Next-Sea Norfolk NR23 IQJ England

17th ARTDO International Conference on Training and Development

Theme:	Meeting the challenge of the 90s through people, technology and change
Venue:	Penang, Malaysia
Date:	19 - 22 September 1990
Contact:	Les Pickett Vice President Asian Regional Training and Development Organisation GPO Box 2483V Melbourne VIC 3001

Australian College of Education

Theme:	Evolving Partnerships in Education
Venue:	Bond University, Gold Coast
Date:	23 - 28 September 1990
Registration:	$175 (Child care available)
Contact:	ACE 1990 Conference Convenor C/- C H Walker 21 Stephanie Street Aspley QLD 4034

TAFE National Centre for Research and Development

Theme: Assessment and standards in vocational education and training:
- Competency-based learning and assessment,
- Assessing and accrediting experience and training,
- Assessing and accrediting industry-based training.

Venue: Hotel Adelaide, North Adelaide, SA
Date: 1 - 3 October 1990
Contact: Bob Scholefield
1990 Conference Organiser
TAFE National Centre for Research and Development
252 Kensington Road
Leabrook SA 5068
Telephone (08) 332 7822

XV International Council for Distance Education World Conference

Theme: Distance Education Development and Access
Venue: Caracas Venezuela
Date: 4 - 10 November 1990
Contact: Marion Croft
Laurentian University
Ramsay Lake Road
Sudbury Ontario P3E 2C8 Canada

Multicultural and International Education

Venue: Ottawa Canada
Date: 24 - 26 November 1990
Contact: Canadian Council for Multicultural and International Education
252 Bloor Street West Suit 8-200
Toronto Ontario
Canada M5S 1V5
Telephone - 1 - 416 - 966 - 3162

Australian Association for Research in Education

Theme: Research in Teacher Education
Teachers in Today's Climate
Aboriginal and Islander Education
A Critical Enquiry into the Professions
Venue: University of Sydney
Date: 27 November - 2 December 1990
Contact: AARE Conference Organiser
Social and Political Studies in Education
University of Sydney
NSW 2006
Telephone (02) 692 2791

International Vocational Education and Training Association

Theme: Responding to diverse needs of changing economics.
Opportunities and innovations for improving vocational-technical education and training in the 1990s.
The challenge for vocational-technical education and training in various world regions, such as Eastern Europe and Sub-Sahara Africa.
The challenge and problems faced by international funding agencies, training providers and countries receiving technical assistance.
Ways training needs can be effectively addressed with limited resources in developed and developing countries.
Assurance of quality vocational training.

Venue: Cincinnati, Ohio, USA

Date: 30 November - 4 December 1990

Contact: Ms Jean H Decker
IVETA Program Chairperson
C/- International Labour Office
1828 L St., NW - Suite 801
Washington DC 20036

PROFESSIONAL ASSOCIATIONS

The Australian Association of TAFE Principals Inc. Office bearers 1989:

Frank Whitmore	President	South West College Bunbury WA Fax (097) 91 1405
Bob Williams	Immediate Past President	South Australia South East College of TAFE Fax (087) 25 7571
John Piper		Network Director Petersham College of TAFE New South Wales Fax (02) 568 2319
Brian Hutchinson		Yeronga College of TAFE, Queensland Fax (07) 892 2031
Mike Mulvihill		Marleston College of TAFE South Australia Fax (08) 352 1420
Ian Daykin		Gordon Technical College Victoria Fax (052) 25 0505
Kip Muller		Tasmanian College of Hospitality Tasmania Fax (002) 34 7983
John Morgan		Northern Territory Alice Springs College of TAFE Fax (089) 52 9856
Ray Jolliffe	Secretary/Treasurer	ACT Institute of TAFE Australian Capital Territory Fax (062) 51 5638

Australian College of Education has chapters in each State/Territory, PO Box 323, Curtin, ACT, 2605. Telephone (062) 81 1677.

International Vocational Education and Training Association - aims to promote and facilitate vocational education and training.

Membership Secretary: Valija M Axelrod
Centre for Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus Ohio USA 43210

Australian Curriculum Studies Association. (This has a sub group, the World of Work Network, for people interested in the nexus between curriculum and work and produces the 'World of Work Newsletter').
President: David Smith
Faculty of Education
University of Sydney
Sydney NSW 2006
Telephone (02) 692 2928

The Royal Australian Institute of Public Administration.
Annual membership fee: $40.00; $30.00 if paid on time.

A monthly newsletter and four journals are provided to members each year.

Annual conference usually held in November is different States.

The Australian Institute of Tertiary Education Administration.
Membership fee: $5.00
Annual subscription: $30.00

The Journal of Tertiary Educational Administration is published in May and October of each year.

An annual conference is held late each year and in different States.

A most effective professional development program is offered by this association.

President: John McMillan, University of Technology, Sydney.

The Commonwealth Council for Educational Administration.
Annual membership fee: $10.00

A quarterly newsletter and studies in educational administration sent to members.

Contact: Mr J Week, Faculty of Education, University of New England, Armidale, NSW, 2351, telephone (067) 73 2543

The Australasian Association for Institutional Research.
Annual membership fee: $20.00

Members receive AIR newsletter (3 - 4 monthly intervals) plus a journal.

Contact: Dr Raj Sharma, Australasian AIR Management Committee, Swinburne Institute of Technology, John Street, Hawthorn, VIC 3122, telephone (03) 819 8911.

JOURNALS

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